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Spring Term Newsletter 02 - 27/01/2021

Dear Parents. Carers and Children

Firstly, we would like to thank you for all your hard work! I know from speaking to teachers how hard you are working with your remote learning- both parents and pupils. Last week we sent Special Mention Certificates to those pupils who have worked hard and produced their best work. We appreciate that everyone is working in different situations with different capabilities and levels of support. Nobody will be penalised, this is very much an opportunity for teachers to reward effort and send a positive, encouraging message. We will send them every week from now on.

Teachers meet remotely each week to review our remote learning provision. Last week, we have discussed what is working well, shared good ideas and tips and thought about what we could do to improve aspects of remote learning for learners. We have had some very supportive feedback from parents, carers and children which we appreciate. We would also like to know what the issues might be and how you think we may improve or build on what we are doing. The government have sent out further guidance for schools which we are following. We will continue to develop our online learning provision and we will support you in any way we can to help your children at home. Attached is the information that we will display on our website regarding remote learning. It includes our provision and expectations. Things have certainly moved on since the first lockdown! We have all had to learn quickly and the expectation that children are fully engaged in remote learning is a joint responsibility between school and home. We have almost 100% engagement from our families and we very much appreciate the effort you are all making in this difficult situation.

Currently, we are using Tapestry in Reception and Seesaw throughout the rest of the school as our learning platforms. These enable us to communicate, post and receive messages and also allow us to set tasks, record parts or all of lessons and feedback in pupil-friendly ways. Parents and children have reported that they find it useful to hear their teacher's explanations about tasks and that children enjoy personal feedback.

We continue to operate 4 bubbles in school for pupils of critical keyworkers and vulnerable children. Unfortunately, we had to temporarily close our Year 5/6 bubble last week due to a positive case of Covid. This means that children and staff who were in that bubble on Monday 18th must self-isolate until and including 29th January.

We continue to receive requests for places in the bubbles. Unless you fulfil the criteria, we unfortunately cannot provide places for any more children. We review the lists of requests on Thursdays and prioritise, beginning with parents who work for the NHS and vulnerable children.

We have had a number of enquiries from parents who are finding home learning difficult and we honestly do understand all the challenges and sympathise. Many of us are parents and experience first-hand the issues with sharing technology, shortage of subject knowledge, difficulty creating a working space, lack of motivation and so on. Please contact class teachers for support or alternatively phone and speak to me in the office. We will see what we can do to support from a distance.

We were enjoying our themed Fridays before lockdown and want to reintroduce them starting this week. On Thursday 29th January it is National Puzzle Day which we will celebrate on Friday. Teachers will set English and Math's activities for their classes as usual and in addition to this we ask that you celebrate the day by exercising your brains at home!

We have some suggestions:

Play some board games, jigsaws or picture boards, Rubik's cube, matching pairs, Jenga, Uno, crafty making kits/ 3D models, word-searches, crosswords, mazes, riddles, Marble Run, Domino Rally, Bounce Off, Scrabble, Cludo. Downfall, Twister, Sudoku.

We realise not everybody owns these games and puzzles. There are some online games too including CBeebies- jigsaw fun, puzzles and quizzes, Lovattspuzzles.com, onlinejigsawpuzzles.net

Have some fun whilst figuring it out! We will call this Friday '**Figure it out Friday**'

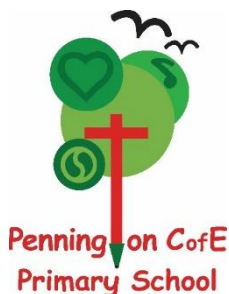
Swimming

We are hoping to reorganise swimming lessons for Year 1 and 2 in the Summer term but cannot confirm this at the moment.

Residential and School trips

Again, we are waiting to see what is possible and considered safe when lockdown is over before we confirm or make any further plans.

Remote Education Provision: Information for Parents /Carers



This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If a pupil is at home due to contracting Covid or they are self-isolating, teachers will provide remote learning via Tapestry for Reception class, and Seesaw for all other classes. Communication with parents and messages will also be sent via Tapestry in Reception and ClassDojo for the rest of the school

Parents should inform teachers that their child is well enough to work at home and tasks will be set that are in line with the learning that is taking place in the classroom. Teachers will send age, ability appropriate meaningful and ambitious tasks each day that cover English (including phonics), Maths and another curriculum area

If the whole class are self-isolating, which is likely to include the class teacher, the teacher will work remotely to plan, send recorded instructions and explanations and set tasks to be completed which will be followed by supportive feedback

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school where possible and appropriate. However, we have needed to make some adaptations in some subjects. Some tasks do not lend themselves to remote learning and require interaction or collaboration with peers. When this happens, teachers will attempt to provide another task which will have a similar learning opportunity and outcome. We are also aware of different resources at home including technology and printing facilities. We aim to be inclusive.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

How will my child access any online remote education you are providing?

Reception children's parents are given provided with login details for Tapestry so they can access school observations, activities set, videos and they can respond to individual tasks. It is a two-way dialogue
From Year 1, parents are provided with a Dojo login which enables them to directly message teachers and receive messages back

All parents in Key Stage 1 and 2 have been provided with a Seesaw login. Seesaw is a learning platform which enables teachers to voice record, set tasks and feedback

Parents are asked to keep logins safe and contact your child's class teacher if they are forgotten

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If you do not have a suitable device to work on to complete your online learning, please contact school. We have a number of devices that we can lend out. Currently, we cannot guarantee that we have enough to provide everyone with a device but we have applied for more devices and await their delivery

Parents can collect exercise books and any other materials they might require from the school gate

Any parent who is concerned or worried about submitting work to the teacher remotely or who is unable, should contact school for some further support

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

. Some examples of remote teaching approaches:

- recorded teaching (visual/audio recordings made by teachers and the use of other pre-recorded lessons e.g. Oak National Academy lessons, video)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home, Oxford Owl online reading resources
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work such as creative homework tasks /or internet research activities

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all pupils to engage with remote education with the support of their parents. We also acknowledge that parental and pupil confidence, circumstances at home and resources are different for different families
- We will try our best to support you to support your children

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teachers will respond to uploaded work and tasks daily and provide constructive comments
- Each week, at our online staff meetings, staff will report to the Senior Leadership team if they are concerned about the engagement of any pupil. Teachers will Dojo message them directly and phone if they get no response to see if any support is required. The headteacher will phone to discuss any specific issues that are preventing any child receiving their education remotely
- If parents are unable to engage their children in remote education, staff will speak and encourage children to engage
- Where there is no engagement, even with support, the senior leadership team may treat this as a safeguarding concern. An Early Help may be suggested to a family which might include outside parenting support

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- Pupils' will receive daily feedback (written, voice recorded or emojis/symbols) on completed tasks and teachers will use this to plan further activities. Work will be differentiated to suit groups and individuals where possible

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- All children with an EHCP are invited to attend school on site, including those who we have made applications for, and will continue to receive support as set out in their plan. For those with EHCPs who are at home, steps will be taken to ensure that we, where possible, provide the provision set out in their plan.
- Work will be differentiated to support different abilities therefore many children with disabilities will be able to access themselves
- Phone calls and supportive, informative messages will be sent regularly to parents who need educational or emotional support or advice
- School staff will show understanding and flexibility whilst enabling a high standard of remote learning is provided
- Practical physical resources may be loaned

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Individual pupils who are self-isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. This will be in line with what the rest of the class receive. Work set is likely to be a day behind the rest of the class to enable the teacher to make the necessary changes to lessons to enable the lesson to be taught/ accessed remotely

Feedback will be provided but may not be as frequent as teachers and teaching assistants will prioritise teaching in the classroom and then consider those children who are learning from home.